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TEXAS REPORT ON EDUCATION FOR BILINGUAL STUDENTS.

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IN AN EFFORT TO DOCUMENT TEXAS' PROGRESS IN THE FIELD OF BILINGUAL EDUCATION, THIS REPORT DISCUSSES LOCAL AND STATE PROGRAMS ESTABLISHED PRIMARILY FOR NON-ENGLISH SPEAKING STUDENTS. NINE LOCAL PROGRAMS (MAINLY ELEMENTARY) ARE DESCRIBED WHICH RANGE IN METHODOLOGY FROM ALL-ENGLISH TO ALL-SPANISH INSTRUCTION. CONTRIBUTIONS AT THE STATE LEVEL INCLUDE DEVELOPMENT OF BILINGUAL CURRICULUM MATERIALS (ENGLISH, SPANISH, AND FRENCH), INCORPORATION OF A PERMISSIVE ACCREDITATION STANDARD WHICH PERMITS SCHOOLS TO ESTABLISH BILINGUAL INSTRUCTION, DEVELOPMENT OF A BULLETIN FOR THE TEACHING OF SPANISH TO SPANISH-SPEAKING SECONDARY STUDENTS, AND SPONSORSHIP OF PROGRAMS FOR TRAINING EDUCATORS TO WORK WITH MIGRANT CHILDREN. THIS REPORT WAS DELIVERED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (BR)

Texas Report on Education for Bilingual Students

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During the past year, Texas has made much progress in the field of bilingual education. Several schools have initiated programs designed to meet the educational needs of Spanish-speaking students while others are continuing programs begun several years ago. The Texas Education Agency has also taken definite steps to promote the necessary curriculum changes for children whose mother tongue is other than English. State and federal financial assistance has been instrumental in encouraging many of the innovations. The following special programs, both local and state, for non-English Speaking students in Texas, are included to inform the Southwest Council of Foreign Language Teachers of recent developments.

Local Schools

DEL RIO INDEPENDENT SCHOOL DISTRICT

A bilingual teaching experiment was initiated in the first grade of the Garfield School in September, 1966. A portion of each day was devoted to the use of Spanish as the language of instruction. Children were divided into eight sections, four experimental and four control groups. One experimental and one control group were comprised of both English- and Spanish-speaking children. The other six groups were made up of Spanish-speaking children. The school reports conclusive favorable results and has extended classes to include grade two.

DEL VALLE INDEPENDENT SCHOOL DISTRICT

(Austin)

ESEA, Title III, funds were used to finance an instructional project in bilingual education at Creedmore School. Through an extension course of The University of Texas, teachers received instruction in teaching English as a second language and in audio-lingual methodology. The program includes all children, English- and Spanish-speaking, in grades one through five. Both English and Spanish are taught as specific subjects, and instruction in the social studies is presented through the media of both languages. Elsewhere, Spanish is used only when students fail to understand explanations given in English.

EDINBURG INDEPENDENT SCHOOL DISTRICT

Spanish-speaking children in the elementary grades receive daily instruction in their mother tongue. Classes are thirty minutes in duration and are designed to reinforce listening and speaking and later develop the reading and writing skills. During the 1966-67 school year, the school had the services of an exchange teacher from Guatemala.

EL PASO INDEPENDENT SCHOOL DISTRICT

The El Paso Independent School District, with the financial assistance of an ESEA, Title III, grant, is conducting an experimental program in bilingual instruction for Spanish-speaking students. Teachers who do not have a command of Spanish are given instruction in this

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language with particular emphasis on listening and speaking, along with instruction in audio-lingual methodology. Usually, the morning instruction is given in English and instruction in the afternoon is presented in Spanish. In addition, students are bussed daily to a central electronic laboratory for language practice.

HARLANDALE INDEPENDENT SCHOOL DISTRICT

(San Antonio)

This school district began its program two years ago with one experimental and two control groups. The project has been extended to include grade two this year. In addition, the program now includes fourteen sections of grade one. Children receive oral Spanish instruction during the first six weeks. Instruction in other subject areas is in English, but teachers are free to revert to Spanish to facilitate student comprehension. The school system recently constructed a hexagonal Bilingual Center, which consists of classrooms built around a central multi-purpose room. Pilot projects in bilingual team teaching will be conducted in the Center.

HARLINGEN INDEPENDENT SCHOOL DISTRICT

Harlingen Independent School District has inaugurated a class in intensive English as a foreign language for students from Mexico. Students spend the greater part of each day in this class. Once the teacher feels that a particular student has an adequate command of English, he is placed in regular curriculum classes. Last year students ranged in age from eleven to seventeen and were drawn from various campuses of the school system.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

(Language Research Project of the Department of Curriculum and Instruction, University of Texas)

Begun in 1964, this project has developed materials in Spanish and English for use in selected classes of the San Antonio Independent School District. The main objective of the experiment was to compare three methods of developing reading readiness in Spanish-speaking students in grade one: oral-aural English, oral-aural Spanish, no oral-aural. Science was selected to be the basic subject content to be presented in the bilingual project.

UNITED CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

(Laredo)

United Consolidated's bilingual program entered its fourth year in September, 1967, and school officials plan to extend the program to include at least grade 6. Classes are comprised of both Spanish- and English-speaking students. Teachers report favorable results in all areas of the curriculum for both linguistic groups.

ZAPATA INDEPENDENT SCHOOL DISTRICT

During the 1966-67 school year, preschool children were given instruction in Spanish and English. Last summer all teachers attended

institutes in the teaching of English as a second language and for the teaching of migrant children. Bilingual instruction has been extended to include three sections of preschool and four of grade one. Both administrators and teachers have been pleased with the results.

Southwest Educational Development Laboratory

Based on the findings of The University of Texas Language Research Project, the Southwest Educational Development Laboratory is in the process of developing what will eventually be bilingual materials available in English and Spanish and English and French. The lab now has available, in Spanish and English, the oral component in: science, grades 1-4 social studies, grades 1-2; and beginning math. Completion of the entire set of materials is planned for 1971.

Headstart

This program, operated mostly with federal funds, (OEO) draws heavily on all the resources which contribute to the child's total development — family, community, and professional personnel. Its chief purpose is to provide the culturally deprived child with self-realization so that he may find his place in society. Some summer Headstart programs are coupled with programs for the non-English speaking child to provide experience in cultural enrichment and language development. Forty-seven full-year Headstart Programs and seventy-seven summer Programs were sponsored in 1966-67.

Texas Education Agency

ACCREDITATION STANDARDS

The Texas Education Agency, in Bulletin 560, *Principles and Standards for Accrediting Elementary and Secondary Schools (tentative)*, has incorporated a standard that permits schools to establish bilingual instruction. Although this is a permissive standard and schools may comply on a voluntary basis, it constitutes a major step in bilingual schooling in Texas. Furthermore, local schools may modify the standard according to their needs. The standard reads as follows:

Non-English speaking children needing special instruction to adjust successfully in school and to use the English language may be placed in a modified program that makes full use of the pupils' ability in the language they understand and speak when enrolled in public school. *

The modified program should have the following characteristics:

The first language of the child is used as a means of instruction in developing the basic skills of reading, spelling, writing, and arithmetic.

English is introduced as a second language; as the child becomes more proficient in understanding and speaking the second language, the use of the first language as a means of instruction should be decreased, while the use of English for this purpose is increased.

The use of both languages as a medium of instruction is continued for a minimum of three years and thereafter

until such time as the child is able to comprehend and communicate effectively in English.

To assure the development of a literate bilingual, the child is given the opportunity for continued study of the four basic skills of his first language (understanding, speaking, reading, and writing).

CONFERENCE ON BILINGUALISM

The Conference on Development of Bilingualism in Children of Varying Linguistic and Cultural Heritage, sponsored by the Texas Education Agency on January 31-February 3, 1967, brought together representatives from the U. S. Office of Education, Texas, New Mexico, Puerto Rico, and Guatemala. The main purpose of this conference was to assist the Texas Education Agency in developing an outline for a publication designed to give administrators and teachers guidelines in establishing and maintaining bilingual programs. This bulletin will serve as a guide to schools in implementing a bilingual program set forth in the *Standards for Accreditation*. The publication will include an overview of the educational and economic deficiencies faced by Mexican-Americans and will survey current programs for this group. The objectives of bilingual schooling, suggested patterns of bilingual programs, and personnel development will be described fully. The section on the implementation of a bilingual program will incorporate, among other points, roles of persons involved, description of the modified curriculum, materials and equipment, methods, and sample teaching units.

After the bulletin has been pilot-tested in local schools, it will be revised before actual publication.

BULLETIN FOR THE TEACHING OF SPANISH TO SPANISH-SPEAKING STUDENTS IN SECONDARY SCHOOLS

During the 1966-67 school year 360 school districts reported having 34,548 Spanish speakers enrolled in secondary Spanish classes.

Out of the 360 districts, 94 reported special classes for native speakers of Spanish. Since all of the State-adopted Spanish textbooks for use in grades 7-12 are designed for English speakers, schools use a variety of materials, both from the U. S. and Spanish-speaking countries. There is, however, no uniform program for such classes.

In an effort to coordinate exsiting programs and encourage addtional ones, the Texas Education Agency is in the process of developing a bulletin which will set forth guidelines to establish and maintain Spanish classes for native speakers. The outcomes of accelerated classes for Spanish speakers should enable the student to:

- understand a standard Spanish dialect dealing with topics within his experience
- express himself in a standard Spanish dialect without recourse to English or substandard forms
- read Spanish with direct comprehension
- write Spanish based on material practiced orally and/or read, proceeding from controlled composition to free expression on topics within his experience
- interpret the Hispanic culture and thus acquire a sense of pride in his own heritage

- become familiar with opportunities for using Spanish in the businesss and vocational worlds

PRESCHOOL INSTRUCTIONAL PROGRAM

The 56th Legislature authorized a preschool instructional program for non-English speaking children. The Act provides for the financing of instructional units in public school districts or a combination of school districts whose officials have submitted applications, subsequently approved by the Texas Education Agency. The purpose of the special program is to prepare non-English speaking children for entry into the first grade with a command of essential English words which will afford them a better opportunity to complete the work assigned to them.

THE TEXAS PROJECT FOR THE EDUCATION OF MIGRANT CHILDREN

The forty schools that participate in this program condense the traditional nine-month school program into a six-month period for migrant children. In 1965, the Texas Education Agency, through the Governor's Office, was granted $3,225,000 to expand the program. During the summer, 1967, the TPEMC sponsored two special programs:

- Pan American College and Texas College of Arts and Industries held institutes to train teachers, supervisors, administrators, and teacher aides to meet the emotional and intellectual needs of children enrolled in the Texas Project for the Education of Migrant Children. Special attention was given to reinforcing teachers' and administrators' awareness of psychological needs of migrant children, instruction in teaching English as a second language, relating the teaching of English as a second language to all academic areas, and training selected institute participants to function as instructional supervisors in the project schools.
- Texas Migrant Interestate Cooperation Project provided the services of twenty-two TPEMC teachers to other states receiving migrant children. The objectives of the Project are:
  1. To have available in the participating states teachers with experience in the teaching of Texas migrant children
  2. To share information necessary to the understanding of the problems of teaching Texas migrant children
  3. To develop a better system of record transfer among migrant schools
  4. To improve teaching techniques used in the instruction of migrant children
  5. To encourage school participation of Texas migrants when they are in other states
  6. To promote, especially among participating Texas teachers, a realization of the problems faced by school-age migrant children during the migrant cylcle

* A plan shall be placed on file with the Division of School Accreditation, Texas Education Agency, for such program prior to its initiation.